

Center for Educational Leadership **2016-2021** Strategic Plan



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

The Center for Educational Leadership began in 2010 as a collaborative effort between the College of Education, Health, and Human Sciences and local school districts to grow and support the next generation of outstanding school leaders in our region and to meaningfully enhance educational leadership in Tennessee.

STATEMENT OF BELIEFS

We believe that leadership matters. At the Center for Educational Leadership, we believe our youth must receive an outstanding education in order to access economic opportunity, meaningfully participate in our democracy, and achieve success and fulfillment in life. We further believe (reinforced by substantial evidence) that our children will only enjoy such an outstanding education if their school is led by an excellent principal. We believe the future vitality of our community, our region, our state, and even our nation, therefore, truly depends on our collective commitment to developing exemplary school leadership. That is why we do the work we do, because school leadership matters—for our children and for all of us.

STRONG FOUNDATION OF SUCCESS

Nearly seven years after it was founded, the center's success has exceeded even the most optimistic expectations. Our flagship Leadership Academy for aspiring principals has trained and graduated 62 fellows from six yearlong cohorts. The academy has enjoyed a 100 percent graduation rate and a 100 percent placement rate in school administrative positions. Twenty-eight of the graduates (45 percent) have been appointed as head school principals, 19 (31 percent) are individuals of color, and 60 (97%) remain in school leadership positions today.



A recent comprehensive evaluation of the center by the preeminent national expert in principal preparation, Steve Tozer from the University of Illinois at Chicago, found that our “program quality has developed to a point of clear strength in all areas,” and that the Leadership Academy is positioned to assume “state and national leadership” in the field of effective principal preparation. Indeed, in the summer of 2016, the Tennessee Department of Education released a report that named the University of Tennessee’s Leadership Academy as one of only three existing “transformational leadership development programs” in the state.

MISSION

The mission of the Center for Educational Leadership is to ensure that school districts in our region have abundant access to high quality, effective instructional leaders capable of enabling high levels of learning for all students.



VISION

The center will play a key role in enabling all schools in East Tennessee to be led by educators with the knowledge, skills, and passion to facilitate academic success for all students. Our initiatives will be of such high quality and effectiveness that the center will be the expert provider of choice for school leadership development and support in our region and will continue to be a national model for exemplary principal preparation.

COMPETITIVE ADVANTAGE

The center will offer an expanded portfolio of high-quality leadership development programming that reflects the unique advantages of our current initiatives, which are:

- Intensive—rigorous, demanding and require deep reflection and learning;
- Immersive—provide rich opportunities for learning from within the educational setting;
- Interdisciplinary—draw on the best thinking on leadership from multiple fields;
- Individualized—tailored to the specific needs of learners, with one-on-one coaching support;
- Aspirational—grounded in transcendent leadership values of integrity, collaboration, and service; and
- Applied—integrate leadership theory and practice into a coherent, valuable learning experience.

GOALS AND INITIATIVES

1. Build on Our Success

Refine and augment successful existing programs, particularly the Leadership Academy.

The Center for Educational Leadership has experienced tremendous success, particularly with our flagship Leadership Academy program. This success should be extended, refined, and enhanced through continuous improvement efforts and should form the strong foundation upon which future programmatic and geographic expansion is built.

- Continue to enhance our flagship Leadership Academy program
- Enlarge our reach geographically and to more school types
- Deepen partnerships with local school systems
- Continue and intensify support for graduates

2. Expand Strategically and Grow Sensibly

Construct new leadership development programming gradually and prudently to address regional need, demand, and opportunity.

With the successful Leadership Academy and New Administrators programs as a strong foundation, there are several potential programmatic areas where the center is well-positioned to enter and excel. Possessing tremendous expertise, credibility, capacity, and experience, the University of Tennessee, with the careful facilitation of the center, should become the provider of choice in our region for educational leadership development—at all points in the school leadership career continuum.

Short-Term (next 2 years)

- Develop a Mid-Career Administrators Professional Learning Experience (MAPLE)
- Refine target populations and clarify and strengthen leadership development pathways
- Utilize existing capacity to create a leadership assessment function
- Develop an Aspiring Administrators Professional Learning Experience (AAPLE).

Long-term (3-5 years)

- Explore developing a Teacher Leadership Network
- Investigate the feasibility of offering a District Executive Leadership Program
- Examine the possibility of offering a Community Educational Leadership Program

3. Ensure Sustainable Resources

Develop a sustainable resource model for the foreseeable future.

The center's important work of developing educational leadership in all of its facets must be supported by a sustainable structure of revenues in order to continue to have a positive impact on effective leadership and ultimately pupil achievement in our region.

- Effectively utilize and leverage existing resources
- Secure funding to support both operations and innovation
- Solicit leadership gift donations tied to specific initiatives
- Develop a long-term shared cost partnership

4. Strengthen Our Identity

Purposely focus on the identity, messaging, and branding of the Center for Educational Leadership.

The center and the Leadership Academy have enjoyed tremendous success in preparing aspiring leaders. This success can be accelerated by building a strong identity and brand, continuing our focus on diversity and inclusion, better telling our remarkable story, and leveraging the outstanding reputation and capacity of the University of Tennessee.

- Bolster Leadership Academy alumni relationships
- Continue to prioritize diversity and inclusion
- Leverage the credibility of the University of Tennessee to build partnerships
- Capitalize on impactful marketing and communication opportunities

MEASURES OF SUCCESS

In order to document our tremendous success, the center will track and report on several critical metrics as part of the implementation of this strategic plan. These outcome measures will include:

Number of local school district partnerships

Leadership Academy graduation rate

Leadership Academy placement rate

Percentage of graduates appointed as head school principals

Number of school settings in which graduates are appointed to leadership positions

Diversity—percentage of graduates who are individuals of color

Sustainability—percentage of graduates who remain in school leadership for at least five years

Student Achievement gains (TCAP/TNReady) in schools led by Leadership Academy graduates (vs. other new principals in partner districts)

Student Achievement gains (TCAP/TNReady) in schools led by Leadership Academy graduates (vs. all other principals in partner districts)

Student Achievement gains (TCAP/TNReady) in schools led by Leadership Academy graduates (vs. all other principals in Tennessee public schools)

Student Academic Growth (TVAAS) in schools led by Leadership Academy graduates (vs. other new principals in partner districts)

Student Academic Growth (TVAAS) in schools led by Leadership Academy graduates (vs. all other principals in partner districts)

Student Academic Growth (TVAAS) in schools led by Leadership Academy graduates (vs. other principals in Tennessee public schools)

Survey results from Leadership Academy and other program graduates indicating their perception of effective perception for leadership

Survey results from partner district superintendents and mentor principals indicating their perception of Leadership Academy and other program graduates' effective preparation for leadership

Total amount of gifts and grants secured to support leadership development programming

Number of leadership gifts received that are appropriate for naming opportunities (center and Leadership Academy)

Number of new major programs established addressing needs along the educational leadership continuum



TIMELINE FOR IMPLEMENTATION

	2016–17	2017–18	2018–19	2019–20	2020–21
1. Build on Our Success					
Continue to enhance our flagship Leadership Academy program	X	X	X	X	X
Enlarge our reach geographically and to more school types	X	X	X	X	X
Deepen partnerships with local school systems	X	X	X	X	X
Continue and intensify support for graduates	X	X	X	X	X
2. Expand Strategically and Grow Sensibly					
<i>Short-Term (next 2 years)</i>					
Develop a Mid-Career Administrators Professional Learning Experience (MAPLE)		X	X	X	X
Refine target populations and clarify and strengthen leadership development pathways			X	X	X
Utilize existing capacity to create a leadership assessment function			X	X	X
Develop an Aspiring Administrators Professional Learning Experience (AAPLE).			X	X	X
<i>Long-term (3-5 years)</i>					
Explore developing a Teacher Leadership Network				X	X
Investigate the feasibility of offering a District Executive Leadership Program					X
Examine the possibility of offering a Community Educational Leadership Program					X
3. Ensure Sustainable Resources					
Effectively utilize and leverage existing resources	X	X	X	X	X
Secure funding to support both operations and innovation		X	X	X	X
Solicit leadership gift donations tied to specific initiatives		X	X	X	X
Develop a long-term shared cost partnership			X	X	X
4. Strengthen Our Identity					
Bolster Leadership Academy alumni relationships	X	X	X	X	X
Continue to prioritize diversity and inclusion	X	X	X	X	X
Leverage the credibility of the University of Tennessee to build partnerships	X	X	X	X	X
Capitalize on impactful marketing and communication opportunities		X	X	X	X



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